Lesson plans

A lesson plan provides a map or guide for each class, lecture or tutorial. It identifies the objectives and the methods you intend to use to teach a lesson. A lesson plan ensures your lessons are relevant, well-structured and considered so that you can engage students effectively.

The following template will guide you to develop a lesson plan.

http://mams.rmit.edu.au/pxlde3idvc8z.docx

Setting lesson objectives

Each lesson you deliver should achieve specific learning or lesson objectives. Objectives for each lesson must be aligned to the course learning outcomes identified in the Course Guide.

Your lesson objectives and course learning outcomes should provide information about:

• What you want students to know at the end of the lesson.

• The skills you want students to learn, practice or develop (for example, oral presentations, teamwork, problem-solving, critical thinking).

• How you will build the development of these skills into your lesson.

• What you want students to be able to do with what they have learned.

• How this lesson will assist students to achieve the course learning outcomes.

Structuring the lesson

A good lesson structure typically ensures that:

• Time is allowed for reviewing last week’s lesson.

• The key priorities, concepts or theories to be covered in the new lesson are identified.

• The type of activities you intend to conduct and the time you have allocated for each activity are appropriate.

• Time is allowed for reviewing and concluding the lesson in a way that reinforces the main points.

• Time is allowed for you to obtain feedback from your students and provide feedback to your students.

“.....it takes a lot of unspectacular preparation to produce spectacular results.”
Roger Staubach
Preparing lesson content

Academic and teaching staff should tailor each lesson to ensure the content is relevant to:

- The characteristics of the student cohort and their learning styles
- The local contexts of transnational students
- Contemporary industry practice

Lesson content should align coherently and logically with the content you intend to cover in the course.

Engaging, practical and contextualised examples and cases should support an internationalised curriculum, be relevant to student contexts and be up-to-date or historically relevant.

Audiovisual supports, handouts and online resources should be thoughtfully selected so that they are relevant and clearly support student learning.

Consider preparing additional material that can be used if for some reason your planned activities do not consume the time allowed or an activity cannot be conducted.

Academic and teaching staff must have a good knowledge and understanding of the concepts and theories to be covered in the lesson. This includes ensuring you can answer the tutorial questions that your students are expected to answer.

Reviewing the effectiveness of your lesson plan

It is important to take time each week to reflect on and review your teaching practice and the effectiveness of the lessons you have planned and presented. Consider the following questions:

- What did I do that worked well?
- What did not work well? Why not?
- How well did I involve the students in active participation?
- Did the timing of each activity go to plan? Did I get through all that I had planned?
- What could I improve for the next lesson?
- Do I need to find more resources to support my teaching?
- Do I need to seek additional support to help my students with any learning challenges?
Support is available from your Deputy Head of School (Learning & Teaching) or equivalent. Your College Academic Development Group or learning & teaching specialist can also provide advice, support and professional development.

RMIT University’s practical guides to teaching will help your plan and improve your teaching practice:
http://www.rmit.edu.au/teaching/practical

Planning your classes — RMIT University
http://www.rmit.edu.au/browse;ID=an6p46dgm7vc

Inclusive Teaching — RMIT University
http://www.rmit.edu.au/teaching/inclusive

Preparing a lesson plan — Honolulu Community College
http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm#lessonplan

Writing lesson plans — Huntington University
http://www.huntington.edu/education/lessonplanning/Plans.html

Introduction to Planning a Class Session — Penn State University
http://serc.carleton.edu/files/NAGTWorkshops/careerprep/teaching/lesson_planner.pdf

Course planning — University of the Sciences in Philadelphia
http://www.usciences.edu/teaching/tips/planning.shtml

Good Practice Principles: Learning and Teaching Across Cultures — the Office for Learning and Teaching, Australian Government